

**The Halifax Grammar Schools
Admissions Test: English**

There are 2 sections to the English Test

30 minutes on each section.

Section A

Name:

Candidate Number:



Section A Reading (30 minutes)

You should spend 30 minutes on this section. There are 20 marks available. Read the material provided and answer the questions.

“Where is he?”

Barney hopped from one foot to the other as he clambered down from the train, peering in vain through the white-faced crowds flooding eagerly to the St Austell ticket barrier. “Oh, I can’t see him. Is he there?”

“Of course he’s there,” Simon said, struggling to clutch the long canvas bundle of his father’s fishing rods. “He said he’d meet us. With a car.”

Behind them, the big diesel locomotive hooted like a giant owl, and the train began to move out.

“Stay where you are a minute,” Father said, from a barricade of suitcases. “Merry won’t vanish. Let people get clear.”

Jane sniffed ecstatically. “I can smell the sea!”

“We’re miles from the sea,” Simon said loftily.

“I don’t care. I can smell it.”

“Trewissick’s five miles from St Austell, Great-Uncle Merry said.”

“Oh, where is he?” Barney still jiggled impatiently on the dusty grey platform, glaring at the disappearing backs that masked his view. Then suddenly he stood still, gazing downwards. “Hey—look.”

They looked. He was staring at a large black suitcase among the forest of shuffling legs.

“What’s so marvellous about that?” Jane said.

Then they saw that the suitcase had two brown pricked ears and a long waving brown tail. Its owner picked it up and moved away, and the dog which had been behind it was left standing there alone, looking up and down the platform. He was a long, rangy, lean dog, and where the sunlight shafted down on his coat it gleamed dark red.

Barney whistled, and held out his hand.

“Darling, no,” said his mother plaintively, clutching at the bunch of paint-brushes that sprouted from her pocket like a tuft of celery.

But even before Barney whistled, the dog had begun trotting in their direction, swift and determined, as if he were recognizing old friends. He loped round them in a circle, raising his long red muzzle to each in turn, then stopped beside Jane, and licked her hand.

“Isn’t he gorgeous?” Jane crouched beside him, and ruffled the long silky fur of his neck.

“Darling, be careful,” Mother said. “He’ll get left behind. He must belong to someone over there.”

“I wish he belonged to us.”

“So does he,” Barney said. “Look.”

He scratched the red head, and the dog gave a throaty half-bark of pleasure.

“No,” Father said.

The crowds were thinning now, and through the barrier they could see clear blue sky out over the station yard.

“His name’s on his collar,” Jane said, still down beside the dog’s neck. She fumbled with the silver tab on the heavy strap. “It says Rufus. And something else . . . Trewissick. Hey, he comes from the village!”

But as she looked up, suddenly the others were not there. She jumped to her feet and ran after them into the sunshine, seeing in an instant what they had seen: the towering familiar figure of Great-Uncle Merry, out in the yard, waiting for them.

They clustered round him, chattering like squirrels round the base of a tree. "Ah, there you are," he said casually, looking down at them from beneath his bristling white eyebrows with a slight smile.

"Cornwall's wonderful," Barney said, bubbling.

"You haven't seen it yet," said Great-Uncle Merry. "How are you, Ellen, my dear?" He bent and aimed a brief peck at Mother's cheek. He treated her always as though he had forgotten that she had grown up. Although he was not her real uncle, but only a friend of her father, he had been close to the family for so many years that it never occurred to them to wonder where he had come from in the first place.

Nobody knew very much about Great-Uncle Merry, and nobody ever quite dared to ask. He did not look in the least like his name. He was tall, and straight, with a lot of very thick, wild, white hair. In his grim brown face the nose curved fiercely, like a bent bow, and the eyes were deep-set and dark.

How old he was, nobody knew. "Old as the hills," Father said, and they felt, deep down, that this was probably right. There was something about Great-Uncle Merry that was like the hills, or the sea, or the sky; something ancient, but without age or end.

Section A: Answer all questions in this section using the extract 'The Grey King'.

Please write your answers in the spaces provided.

1. Read the passage. List four things that you find out about the dog from these lines.

"Then they saw that the suitcase had two brown pricked ears and a long waving brown tail. Its owner picked it up and moved away and the dog which had been behind it was left standing there alone, looking up and down the platform. He was a long, rangy, lean dog and where the sunlight shafted down on his coat, it gleamed dark red."

a)

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b)

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c)

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d)

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(4 marks)

- 2 Look in detail at each example below. Explain how the writer uses language to create impressions of people.

Do not simply name the technique. Make sure you try to say something about why the writer is using these words.

- a) 'white-faced crowds flooding eagerly to the St Austell ticket barrier'

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(2 marks)

b) 'the towering familiar figure of Great-Uncle Merry'

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(2 marks)

c) 'They clustered round him, chattering like squirrels around the base of the tree'

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(2 marks)

d) 'In his grim brown face, the nose curved fiercely, like a bent bow'

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(2 marks)

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(4 marks)

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30 minutes on each section.

Section B

Name:

Candidate Number:

Mark Scheme

Section A : Reading

1 Any four of these :

The dog is brown.

The dog is red.

The dog has pricked ears.

The dog has brown ears.

The dog had a long tail.

The dog's tail was waving.

The dog has a brown tail.

The dog is alone.

The dog is looking up and down the platform.

The dog is on the platform.

The dog is long.

The dog is rangy.

The dog is lean.

The dog gleams red in the sun.

Accept any sensible comment about the dog that is in the text/ we can infer from the text. Do not accept comments about its owner etc. Watch out not to reward rewording.

2. NB no mark on any section for saying language gives an impression of character/paints picture in the readers mind.

If they don't use terminology but understanding / analysis is clear and well explained - can still get two.

No marks for just "simile" –feature spotting.

One mark for recognising generalised effect of technique – they use a simile which makes you compare the two things.

a) 'white-faced crowds flooding eagerly to the St Austell ticket barrier' (2 marks)

Mark	Skills descriptors	Content descriptors
2	<ul style="list-style-type: none"> • Clear understanding of language • Analyses the effects of writer's choice of language 	Comments might include: Flooding suggests that the crowd is large, filling the whole platform, fills the platform quickly, lacking control/order, feels a bit overwhelming/frightening. Eagerly suggests excited about holiday. White-faced suggests scared / ill
1	<ul style="list-style-type: none"> • Shows some understanding of language • Attempts to comment on the writer's choice of language 	Some comment on effect of colour white, adverb eagerly, or size/ overwhelming nature of the crowd.
0	<ul style="list-style-type: none"> • No comment on language 	They are going to the ticket barrier.

'the towering familiar figure of Great-Uncle Merry' (2 marks)

Mark	Skills descriptors	Content descriptors
2	<ul style="list-style-type: none"> • Clear understanding of language • Analyses the effects of writer's choice of language 	Comments might include: Metaphor towering might suggest threateningly tall but when combined with adjective "familiar" is more likely to suggest protective nature of the tall Uncle Merry.
1	<ul style="list-style-type: none"> • Shows some understanding of language • Attempts to comment on the writer's choice of language 	Some comment on GUM's size / impact on the children.
0	<ul style="list-style-type: none"> • No comment on language 	Ben is excited

c) 'They clustered round him, chattering like squirrels around the base of the tree' (2 marks)

Mark	Skills descriptors	Content descriptors
2	<ul style="list-style-type: none"> • Clear understanding of language • Analyses the effects of writer's choice of language 	Comments might include: Allow comments on either the children or GUM. "clustering" suggests closeness and all of them "chattering" suggests excitement "like squirrels" suggests quick movements, relative smallness of children, excitement, high-pitched sound of their voices– "tree" suggests they see him as protective, tall, solid, strong.
1	<ul style="list-style-type: none"> • Shows some understanding of language • Attempts to comment on the writer's choice of language 	Some comment on relative size or excitement.
0	<ul style="list-style-type: none"> • No comment on language 	The children are talking like squirrels.

d) 'In his grim brown face, the nose curved fiercely, like a bent bow' (2 marks)

Mark	Skills descriptors	Content descriptors
2	<ul style="list-style-type: none"> • Clear understanding of language • Analyses the effects of writer's choice of language 	Comments might include : Simile suggest power / force / tension / potential for violence by comparison with drawn weapon. "fiercely" also suggests degree of force / passion "grim" suggests serious / danger "brown" – suggests weathered / experienced
1	<ul style="list-style-type: none"> • Shows some understanding of language • Attempts to comment on the writer's choice of language 	Some comment on strength / mood of GUM
0	<ul style="list-style-type: none"> • No comment on language 	His face is like a bow.

3

a) The train leaves the station.	b) Barney gets off the train.
c) The children find a dog.	d) The children meet Great Uncle Merry

C

A

B

D

4 No marks for making generic comments that could apply to the opening of any novel

Mark	Skills descriptors	Content descriptors
4	<ul style="list-style-type: none"> • Judicious selection of examples – at least three features discussed. • Analyse the effect of structural features 	Could consider the following (3 to 5 examples needed) : 1 The opening – question, retardation of information, in medias res 2 How we are introduced to Barney – retardation / excitement / movement – but takes us a while to realise what about. 3 The use of speech shows the different character's personalities / short exchanges show people's excitement. 4 The ending – intense focus on GUM – intriguing because of strength / power / danger - but also mystery about what he does at the end.
3	<ul style="list-style-type: none"> • Selects two features. • Clearly explains the effects of them. • 3 features identified but not explained 	
2	<ul style="list-style-type: none"> • Identifies one feature • Explains this feature • 2 features identified but not explained 	
1	<ul style="list-style-type: none"> • Identifies one or more feature with no explanation 	
0	<ul style="list-style-type: none"> • No comment on structure 	
		The writer has organised this to make it interesting

Section B : Writing

Content and Organisation

NB – 2 well developed paragraphs giving ¾ of a side is ‘sustained’. Candidates who fulfil half the criteria in a band get the lower mark eg 11 in lower level 4; all criteria fulfilled is full marks for that level eg 12 in lower level 4.

CONVINCING FOR AN 11 YEAR OLD

Level 4 11-14 marks Content is convincing and crafted; Organisation is structured, developed, complex and varied	Upper Level 4 13-14 marks Content <ul style="list-style-type: none"> • Communication is convincing and compelling throughout • Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract • Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> • Highly structured and developed writing, incorporating a range of integrated and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers • Varied and inventive use of structural features
	Lower Level 4 11-12 marks Content <ul style="list-style-type: none"> • Communication is convincing • Tone, style and register consistently match purpose, form and audience • Extensive vocabulary with evidence of conscious crafting of linguistic devices Organisation <ul style="list-style-type: none"> • Structured and developed writing with a range of engaging complex ideas • Consistently coherent use of paragraphs with integrated discourse markers • Varied and effective structural features
Level 3 7-10 marks Content is clear and chosen for effect Organisation is engaging connected	Upper Level 3 9-10 marks Content <ul style="list-style-type: none"> • Communication is consistently clear and effective • Tone, style and register matched to purpose, form and audience • Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of appropriate linguistic devices Organisation <ul style="list-style-type: none"> • Writing is engaging with a range of detailed connected ideas • Coherent paragraphs with integrated discourse markers • Effective use of structural features
	Lower Level 3 7-8 marks Content <ul style="list-style-type: none"> • Communication is clear

	<ul style="list-style-type: none"> • Tone, style and register generally matched to purpose, form and audience • Vocabulary clearly chosen for effect and successful use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Writing is engaging with a range of connected ideas • Usually coherent paragraphs with range of discourse markers • Usually effective use of structural features
Level 2 3-6 marks Writing is controlled Organisation is linked/relevant and paragraphed	Upper Level 2 5-6 marks <p>Content</p> <ul style="list-style-type: none"> • Communication is mostly successful • Sustained attempt to match purpose, form and audience; some control of register • Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers • Some use of structural features
	Lower Level 2 3-4marks <p>Content</p> <ul style="list-style-type: none"> • Communicates with some success • Attempts to match purpose, form and audience; attempts to control register • Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate • Attempts to use structural features
Level 1 1-2 marks Content is simple ; Organisation is simple and limited	Higher Level 1 2 marks <p>Content</p> <ul style="list-style-type: none"> • Simple success in communication of ideas • Simple awareness of purpose, form and audience; limited control of register • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • One or two relevant ideas, simply linked • Random paragraph structure • Evidence of simple structural features
	Lower Level 1 1mark <p>Content</p> <ul style="list-style-type: none"> • Communicates some meaning • Occasional sense of purpose, form and/or audience • Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> • One or two unlinked ideas • No paragraphs • Limited or no evidence of structural features
No marks	Candidates will not have offered any meaningful writing to assess Nothing to reward

Technical Accuracy

Students should not lose more than 1 mark for spelling in levels 3 or 4 here.

Level 4 5-6 marks	Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
Level 3 3-4 marks	• Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success (full stop , comma + two other forms) • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
Level 2 2 marks	• Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation (evidence of commas and full stops used with general accuracy) • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words
Level 1 1 mark	Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
Level 0 No marks	Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.